

FILE B

English Language Arts: Reading

Item Information and Scoring Guide Reference Sheet B-2

Reading Test Design B-3

Reading Selections and Items with Keys, Type of Text, Cluster,
Content Standards, Performance Indicators, Scoring Guides and
Training Notes, and Student Responses with Annotations B-4

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Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) reading items are scored. These pages contain the text for each released item accompanied by the following information.

Multiple-Choice Items

The boxes containing the multiple-choice items also contain the percent of students statewide who chose each answer option. The correct option is asterisked(*).

- **MC#:** the multiple-choice item position in the Class Analysis Report
One point may be earned for a multiple-choice item.
- **Key:** the letter of the correct answer for the multiple-choice item
- **Type of Text:** whether the reading selection was literary or informational
- **Cluster:** the cluster the item measured
- **Content Standard:** the content standard that the item measured
- **Performance Indicator:** the performance indicator that the item measured

Constructed-Response Items

- **CR#:** the constructed-response item position in the Class Analysis Report
Up to four points may be earned for a constructed-response item.
- **Type of Text:** whether the reading selection was literary or informational
- **Cluster:** the cluster the item measured
- **Content Standard:** the content standard that the item measured
- **Performance Indicator:** the performance indicator that the item measured
- **Constructed-Response Scoring Guide:** the description of each score point used to determine the score, including the percent of students statewide who received each score and the statewide average student score
- **Training Notes:** in-depth descriptions or particular information used to determine the score
- **Annotated Student Response:** sample student response for each score point with annotations that explain the reasoning behind the assigned score

MEA 2005–2006

English Language Arts: Reading Grade 4

The table below shows the entire MEA reading test design, which is made up of 50% literary passages and 50% informational passages. Half of the common items are released and can be found in this document. Item information for all item types, scoring information (average scores, guides, and training notes) for all constructed-response items, and annotated student responses follow.

2005–2006 MEA READING TEST DESIGN

CONTENT AREA	COMMON			EMBEDDED FIELD TEST			TOTAL ITEMS PER STUDENT			BASE TESTING TIME	POINTS
	MC	CR	SA	MC	CR	SA	MC	CR	SA		
READING	28	5	0	16	3	0	44	8	0	135 MIN.	48

Each item on the MEA measures a content standard and performance indicator from Maine's *Learning Results*.

Buzzing Toy

by Bonnie Bernstein and Leigh Blair

Native American children played with a simple noisemaker that hummed and buzzed on a piece of twisted string. They strung a small piece of bone, ivory, wood, dried gourd shell, or clay disk on a sinew cord. The cord was made into a loop and twisted to “wind up” the toy. Children pulled the string tight and then let it loosen to make the disk spin. The spinning disk and vibrating string made a humming or buzzing sound. This toy did not have any ceremonial use or meaning—it was just for fun.

MATERIALS

Self-hardening clay or large coat button

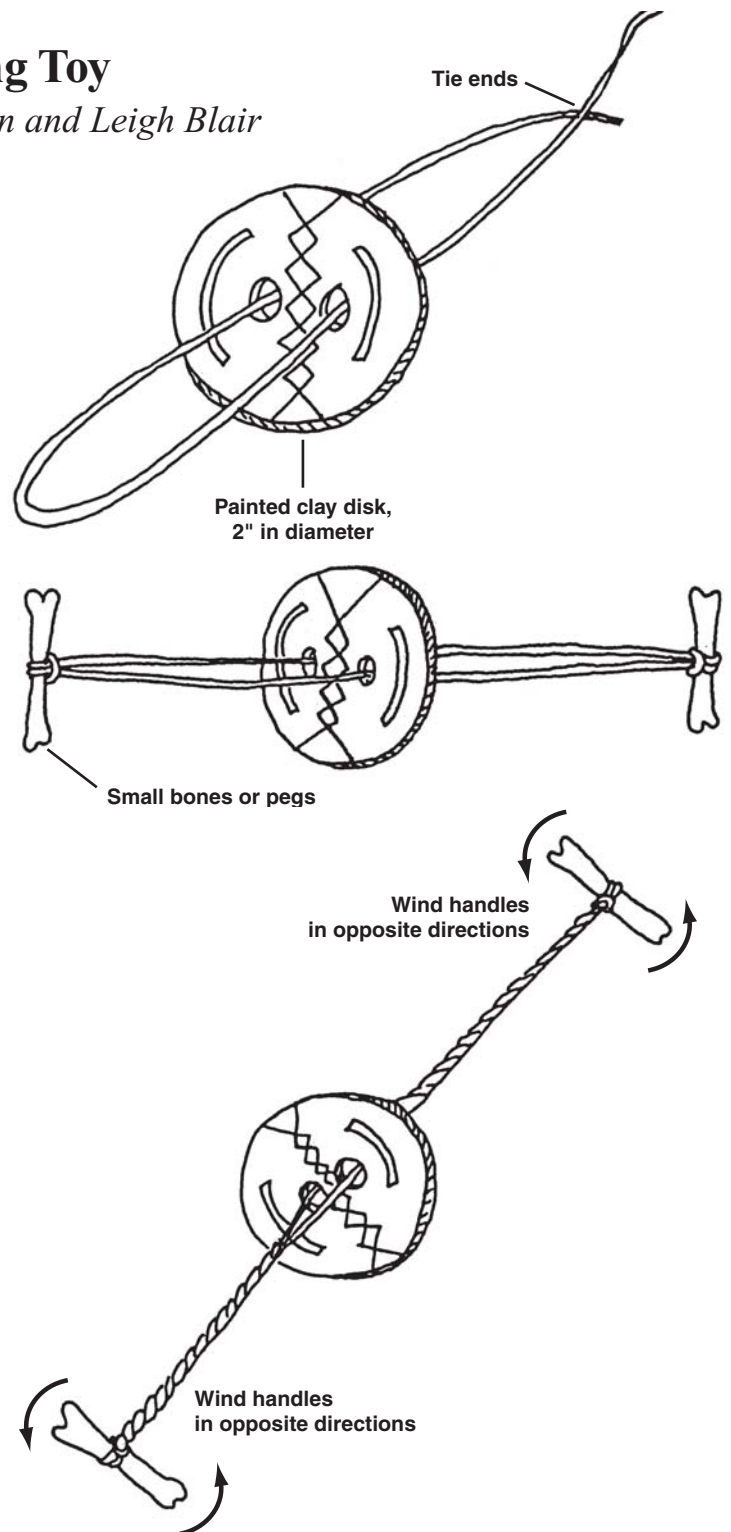
Cookie cutter or jar or glass

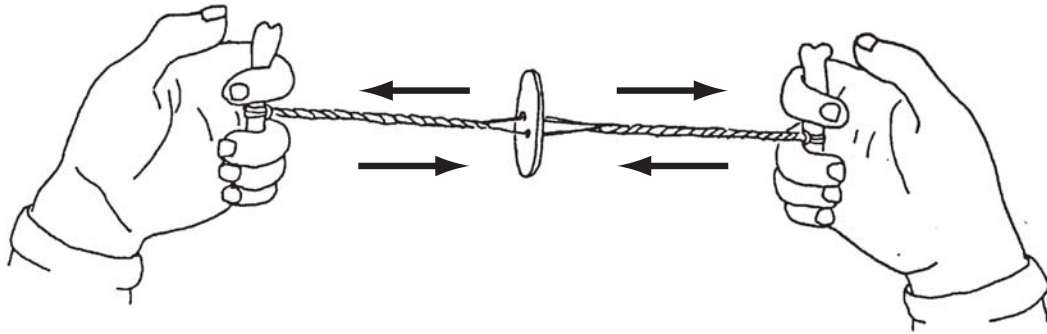
Small stick or pencil

Poster paints and brushes

2 small pegs or bones (Split a wishbone in two.)

About 20 inches of leather thong or waxed string or cord





DIRECTIONS

1. Make a $\frac{1}{4}$ -inch-thick pancake with the clay. Use the cookie cutter (or the rim of a jar or glass) to cut out a small disk, about 2 inches in diameter. (A large coat button can also be used. If the button is used, skip to step 3.)
2. Poke two holes in the center of the disk with a small stick or a pencil point. Use the same tool to scrape a design on the clay. Allow the clay to dry for a day or two.
3. Paint the disk (or button). Also paint the pegs or bones.
4. Thread the thong or cord through both holes in the disk (or button). Tie the ends of the thong together.
5. Knot the end loops of the cord around each of the pegs or bones to make handles.
6. Wind the handles in opposite directions until the cord is twisted.
7. To make the toy hum and buzz, pull the cords tight and then let them loosen. The disk in the middle will spin and bob up and down and sing.

1. In the first paragraph, the author writes, “The spinning disk and vibrating string made a humming or buzzing sound.” The word vibrating means

- | | |
|------|-------------|
| *90% | A. shaking. |
| 2% | B. joining. |
| 2% | C. hanging. |
| 6% | D. winding. |

MC#: 1

Key: A

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

Performance Indicator: A1 - Students will be able to determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.

2. Why does the article include a section called "Materials"?

- 4% A. to explain the main idea of the article
- 3% B. to bring attention to the activity
- 6% C. to describe the uses of the buzzing toy
- *86% D. to list what is needed to make the toy

MC#: 2

Key: D

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

Performance Indicator: A5 - Students will be able to read a variety of narrative and informational texts independently and fluently.

3. According to the directions, when can a person skip to step 3?

- | | |
|------|------------------------------------|
| 7% | A. when cutting a large disk |
| *65% | B. when using a coat button |
| 15% | C. when poking holes in the disk |
| 13% | D. when painting the pegs or bones |

MC#: 3

Key: B

Type of Text: Informational

Cluster: Reading

Content Standard D: Informational Texts - Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.

Performance Indicator: D3 - Students will be able to read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information.)

4. According to the directions, the small stick or pencil is used to

22% A. make handles.

6% B. tighten the cords.

*67% C. poke holes.

4% D. cut out a small disk.

MC#: 4

Key: C

Type of Text: Informational

Cluster: Reading

Content Standard D: Informational Texts - Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.

Performance Indicator: D3 - Students will be able to read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information.)

5. This article gives the reader some choices of materials to use.
- Tell what a person could use instead of making a clay disk.
 - Explain THREE ways the steps of the project would be different if a person chooses not to make a clay disk.

Use information from the article to support your answer.

CR#: 5

Type of Text: Informational

Cluster: Reading

Content Standard D: Informational Texts - Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.

Performance Indicator: D3 - Students will be able to read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information.)

CONSTRUCTED-RESPONSE SCORING GUIDE

Percentage of Statewide Student Scores	Score	Description
5%	4	Response correctly tells what a person can use instead of making a clay disk AND explains three ways the steps of the project would be different if a person chooses not to make a clay disk. Response uses information in the article as support.
24%	3	Response correctly tells what a person can use instead of making a clay disk AND explains three ways the steps of the project would be different if a person chooses not to make a clay disk. Response lacks some information in the article as support.
22%	2	Response correctly tells what a person can use instead of making a clay disk AND explains two ways the steps of the project would be different if a person chooses not to make a clay disk. Response uses information in the article as support.
41%	1	Response correctly tells what a person can use instead of making a clay disk AND explains one way the steps of the project would be different if a person chooses not to make a clay disk. OR Response is vague/minimal.
7%	0	Response is totally incorrect or irrelevant.
1%	Blank	No response.
1.75	Statewide average student score.	

Training Notes for Constructed-Response Item 5

Training notes are not an exhaustive list. Readers scoring the student response can accept other examples the student offers that are supported by the passage.

What a person can use instead of making a clay disk:

A large coat button

How the project would be different if a person chooses not to make a clay disk:

The person would not have to follow step 1; making the 1/4-inch-thick pancake with the clay.

The person would not have to use the small stick or pencil to poke two holes in the center of the clay disk.

The person would not have to use the small stick or pencil to scrape a design on the clay.

The person could make the project in one day; they would not have to let the clay dry for a day or two.

5. A person instead of a clay disc could use a big coat button. If you used a button you wouldn't have to poke holes through them because they already have holes. Another thing is you couldn't scrape designs in a button because it is solid. One more thing is if you used clay you would have to wait two days for it to dry, and with a button you would only have to wait a little while for the paint to dry. That is how the project would be different with a button.

Summary annotation statement:

The student's response provides a correct and thorough response with good support from the article. He or she explains that a person could use a button in place of a clay disk. The student explains in detail the three ways the steps of the project would be different by writing, "...you wouldn't have to poke holes," "...you couldn't scrape designs in a button because it is solid," and "...with a button you would only have to wait a little while for the paint to dry."

5.

A. you can use a large coat button.

B. you wont need to make the disk with the cookie cutter.

You wont need poke holes in the button.

You wont need to scrap a design.

Summary annotation statement:

The student's response more generally explains that you can use a large coat button rather than making a clay disk. He or she explains the differences with brief details and writes, "You wont need to make the disk with the cookie cutter," "...wont need poke holes..." and "...wont need to scrap a design."

5.

A. Instead of a clay disk you can use a large coat button.

B. One way the steps would be different is in step no. 1, it says if button is used skip step no. 2.

Another way the steps, would be different is Step 1 you can just skip that because step 1 just tells you how to make the clay disk.

The last way the steps would be different is in step 2 when it says wait a day or two for the disk to dry, with button you wouldn't have to wait.

Summary annotation statement:

The student's response recommends using a large coat button in place of a clay disk. He or she provides three general steps that are different when using a button, but in two of the steps, instead of explaining, he or she writes to skip steps. The student's response explains the differences by writing, "One way the steps would be different is in step no. 1, it says if button is used skip step no. 2." He or she also explains, "...step 1 you can just skip that because step 1 just tells you how to make the clay disk." The student's response does explain "...in step 2 when it says wait a day or two for the disk to dry, with button you wouldn't have to wait."

5.

① A person could use a large coat button instead of a clay disk. ②¹ On step 1 you wouldn't have to make a clay disk.² Making your Toy would go faster.³ you would have a hard time painting your button.

Summary annotation statement:

The student's response recommends using a large button instead of a clay disk. He or she provides only two reasons why using a button makes the steps different with limited explanation. The student writes, "On step 1 you wouldn't have to make a clay disk." He or she also explains that constructing the toy would be quicker—"making your Toy would go faster"—if a button was used rather than clay. The student has added extraneous information (which does not address how the steps would be different) with the inclusion of this excerpt from the text: "you would have a hard time painting your button."

5.

a. A person could use a large coat button instead of a clay disk.

b. If a person chooses not to make a clay disk, the directions will be different because this article has directions on how to make a clay disk. The length of the project will also be different.

One more reason is that direction number two will not be needed.

Summary annotation statement:

The student's response explains that a large coat button should be used instead of making clay. He or she provides only two ways this method would be different with explanations that lack detail. He or she writes, "... the directions will be different because this article has directions on how to make a clay disk," "The length of the project will also be different," and "direction number two will not be needed."

5.

You could use a button instead of a clay disk. You wouldn't have to poke holes in a button.

Summary annotation statement:

The student's response suggests using a button instead of a clay disk. The student provides only one difference in using this method that lacks support. He or she writes, "You wouldn't have to poke holes in a button."

Sample 1-Point B Response with Annotations for Constructed-Response Item 5

5.

You could use a wooden dish instead of a clay disk.

1. The disk would be wooden
2. It would make a different noise
3. different vibration

Summary annotation statement:

The student's response recommends using a wooden disk instead of a clay disk. He or she explains three differences in using this method that are minimally valid regarding the disk. Two examples ("...would make a different noise," and "different vibration") explain how the toy would be different, not how the steps would be different.

5.

A because it tells you how to make it.

Summary annotation statement:

The student's response is irrelevant.

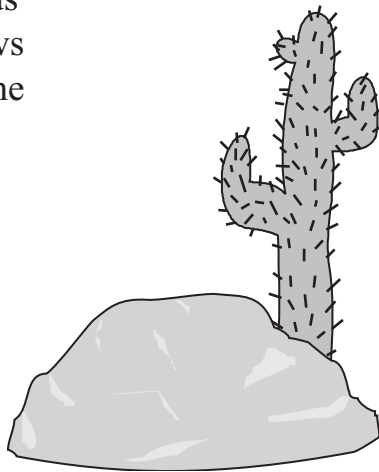
The Desert Is Theirs

by Byrd Baylor

The desert gives
what it can
to each of its children.

Women weave grass
into their baskets
and birds weave it
into their nests.

Men dig
in the earth
for soil
to make houses—
little square adobe houses
the color of the hills.
And lizards
dig burrows
in the same
safe earth.



Here animals and people know
what plants to eat
when they are sick.
They know what roots
and weeds
can make them well again.

No one has to tell
Coyote or Deer
and no one has to tell
the Papagos.*
They share in other ways too.
They share
the feeling
of being
brothers
in the desert,
of being
desert creatures
together.

*Papagos—Native Americans who live in the desert.

6. Who are the children mentioned in the first three lines of the passage?

- | | |
|------|---------------------------|
| 10% | A. the soil |
| 11% | B. the roots and weeds |
| *65% | C. the people and animals |
| 14% | D. the smaller deserts |

MC#: 6

Key: C

Type of Text: Literary

Cluster: Reading

Content Standard B: Literature and Culture - Students will use reading, listening, and viewing strategies, to experience, understand, and appreciate literature and culture.

Performance Indicator: B10 - Students will be able to apply effective strategies to the reading and interpretation of fiction (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) that is appropriately complex in terms of character, plot, theme, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.

7. In the passage, people dig in the earth so they can

- | | |
|------|-------------------|
| *92% | A. build homes. |
| 2% | B. bury things. |
| 2% | C. make baskets. |
| 3% | D. plant gardens. |

MC#: 7

Key: A

Type of Text: Literary

Cluster: Reading

Content Standard B: Literature and Culture - Students will use reading, listening, and viewing strategies, to experience, understand, and appreciate literature and culture.

Performance Indicator: B9 - Students will be able to recognize basic elements of plot and recount events, ideas and important details from material read, heard, or viewed.

8. According to the passage, how does the desert help animals and people when they are sick?

- 3% A. It gives sun and warmth to help them heal.
- 8% B. It gives rich soil in which to grow food.
- *80% C. It gives medicine from different plants.
- 8% D. It gives them healthy food.

MC#: 8

Key: C

Type of Text: Literary

Cluster: Reading

Content Standard B: Literature and Culture - Students will use reading, listening, and viewing strategies, to experience, understand, and appreciate literature and culture.

Performance Indicator: B9 - Students will be able to recognize basic elements of plot and recount events, ideas and important details from material read, heard, or viewed.

9. What is the message in the last part of the passage?

- 15% A. The Papagos do not know of Coyote or Deer.
- 8% B. The Papagos do not get along with Coyote or Deer.
- 6% C. The Papagos hunt with Coyote and Deer.
- *69% D. The Papagos are equal to Coyote and Deer.

MC#: 9

Key: D

Type of Text: Literary

Cluster: Reading

Content Standard B: Literature and Culture - Students will use reading, listening, and viewing strategies, to experience, understand, and appreciate literature and culture.

Performance Indicator: B9 - Students will be able to recognize basic elements of plot and recount events, ideas and important details from material read, heard, or viewed.

10. Explain why “The Desert Is Theirs” is a good title for this passage. Use information from the passage to support your answer.

CR#: 10

Type of Text: Literary

Cluster: Reading

Content Standard B: Literature and Culture - Students will use reading, listening, and viewing strategies, to experience, understand, and appreciate literature and culture.

Performance Indicator: B1 - Students will be able to demonstrate awareness of the culture and geography pertinent to the texts they read.

CONSTRUCTED-RESPONSE SCORING GUIDE

Percentage of Statewide Student Scores	Score	Description
2%	4	Response provides a thorough explanation of why “The Desert Is Theirs” is a good title for this poem. The explanation includes relevant supporting information from the passage.
11%	3	Response provides an explanation of why “The Desert Is Theirs” is a good title for this poem. The explanation includes relevant supporting information from the passage that lacks some development.
39%	2	Response provides a partial explanation of why “The Desert Is Theirs” is a good title for this poem. The explanation includes limited or partially correct supporting information from the passage.
35%	1	Response gives a minimal or vague statement about why “The Desert is Theirs” is a good title for the poem.
11%	0	Response is totally incorrect or irrelevant.
1%	Blank	No response.
1.57	Statewide average student score.	

Training Notes for Constructed-Response Item 10

Training notes are not an exhaustive list. Readers scoring the student response can accept other examples the student offers that are supported by the passage.

Possible reasons for why “The Desert Is Theirs” is a good title for this poem:

A thorough response will provide the concept that the desert gives what it can to the people and animals that live there and will include most of the supporting details listed below:

- The desert provides grass for baskets and for bird nests.
- The desert provides soil so people can build adobe houses and so lizards can build burrows in which to live.
- The desert provides plants with healing properties for when animals and people become sick.
- Coyote, Deer, and the people (Papagos) share the feeling of being brothers together in the desert.

10. "The Desert is Theirs" is a good title for this poem, because it tells what people and animals can get from the desert. For example, women have the grass and birds have the grass to weave with. Men and lizards have the soil to make homes with. Also both people and animals have special roots and weeds to heal them if they get sick. That is why the title of the poem is "The Desert is Theirs."

Summary annotation statement:

The student's response provides a thorough explanation that is supported by relevant details from the poem. He or she writes, "...women have the grass and birds have the grass to weave with," and "Men and lizards have the soil to make homes with," and "...both people and animals have special roots and weeds to heal them if they get sick." The student shows an understanding of the ways in which people and animals benefit from the desert.

10.

I think it is a good title because When they say that they mean humans and animals and Plants share the desert the Plants are theyre for the Soil the animals use the desert to get Water from the Plants and to get food from the other kind of good Plants to eat. the humans like me use the desert for Pretty much the same things from the desert as the animals do We all use the desert for the same PurPoses.

Summary annotation statement:

The student's response shows a good understanding of what people and animals receive from the desert. He or she writes, "...humans and animals and plants share the desert the plants are theyre for the soil the animals use the desert to get water from the plants and to get food from the other kind of good plants to eat." The student's response lacks information about the materials or space the desert provides for homes and baskets and the healing properties of some of the plants in the desert.

10.

"The Desert Is Theirs" is a good name for this passage is because it is about people and animals. It shows what they do alike, They both use nature to suport their homes. Everyone shares the earth.

Summary annotation statement:

The student's response provides a partial explanation for the poem's title by saying, "They both use nature to suport their homes," and "Everyone shares the earth." He or she fails to include any supporting details.

10.

"The Desert Is Theirs" is a good title I think because it talks about animals and people alot in the poem so that prople is the reason the person that wrote the poem decided to do "The Desert Is Theirs" for a title.

Summary annotation statement:

The student's response includes a very vague explanation stating, "...it talks about animals and people alot in the poem." He or she fails to include any supporting details.

10.

I think "The Desert is Theirs" is a gneat title because it describes the poem.

Summary annotation statement:

The student's response is irrelevant as it provides no specific connection to the content of the poem.

Getting to the Root

by Ingelise MacDonald

There's a lot more to teeth than cavities and braces. Our teeth are with us every hour of every day, and the ways we care for them can tell a story about who we are and were.

Teeth are the hardest part of the body, and they last longer and turn into fossils more easily than bones do. When scientists study ancient teeth, they can discover many things. By looking in the mouths of 5,000-year-old mummies, for example, they can make some guesses about the food that ancient Egyptians ate. The surfaces of mummies' teeth are often damaged, as if they'd been chewing grit and sand. These people ground their grain with stones, and tiny bits of rock wore off and fell into their flour. Also, their vegetables grew in sandy soil. Sometimes the vegetables weren't completely clean before they were cooked and eaten.

When the hard enamel on the outside of teeth wears down, the inner part may get a painful infection. Nowadays we put fillings in to stop such damage, but the Egyptians didn't have modern dentistry. Scientists have discovered that many Egyptian mummies have worn teeth and cavities. One mummy from 3,000 years ago even died from an infected cavity.

Toothaches were very common in ancient times, and back then no one really knew what caused them. The ancients blamed evil spirits, bad deeds, bad language, and even worms. And since they knew so little about the causes, they tried many strange things to cure their toothaches. Eating a mouse twice a month, chanting, and wearing charms were all believed to stop toothaches.

About a thousand years ago, a Saxon book suggested that you say "Argidam, margidam, sturgidam," then spit into a frog's mouth. The frog would take the toothache away with him. If you were unlucky enough



to get a cavity, then you should stuff the hole with dried lizard's liver.

For many centuries, the only sure way to get rid of a toothache was to have the tooth pulled. People lost many teeth. England's Queen Elizabeth I lost so many that she had to stuff her cheeks with cloth when she went out in public. Other people put pieces of cork in their cheeks to disguise the fact that their mouths were empty.

During the 1800s, dental schools, x-rays, electric dental drills, and knowledge about germs changed the way people cared for their teeth. But it took awhile for the new ways to reach everyone. In the late 1800s, parents could still buy kits containing

instruments and complete directions so they could perform dental work on their children and friends.

Fortunately, things have changed a great deal in the last hundred years. Parents don't fill teeth, and we know more about plaque* and how to prevent cavities. Much of what dentists do now is called "preventive dentistry," and it must be working, because half the kids in North America have never had a cavity. This means that future scientists will have much less interesting teeth to look at—but at least we don't have as many toothaches as our ancestors did!

*Plaque: a sticky, whitish film on the outside of a tooth.

11. In the beginning of the article, why does the author write, “There’s a lot more to teeth than cavities and braces”?

- 16% A. Dentists work on cavities and braces most often.
- 23% B. Teeth can be damaged by poor eating habits.
- 4% C. The ancient Egyptians had cavities and wore braces.
- *54% D. Teeth are more complicated than people sometimes think.

MC#: 11

Key: D

Type of Text: Informational

Cluster: Reading

Content Standard D: Informational Texts - Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.

Performance Indicator: D1 - Students will be able to use the information contained in chapter and section headings, topic sentences, and summary sentences to construct the main idea.

12. In paragraph 2, the word grit means small pieces of

- | | |
|------|-----------|
| 24% | A. grain. |
| *62% | B. rock. |
| 8% | C. food. |
| 4% | D. flour. |

MC#: 12

Key: B

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

Performance Indicator: A1 - Students will be able to determine the meaning of unknown words by using a dictionary, glossary, or other reference source.

13. Long ago, people thought that toothaches were caused by

- *66% A. using bad language.
- 21% B. eating dirty food.
- 4% C. doing magic spells.
- 6% D. touching frogs and mice.

MC#: 13

Key: A

Type of Text: Informational

Cluster: Reading

Content Standard D: Informational Texts - Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.

Performance Indicator: D3 - Students will be able to read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information.)

14. According to the article, people said “Argidam, margidam, sturgidam” when they wanted to

- *74% A. cure a toothache.
- 5% B. go to a dentist.
- 7% C. fill a cavity.
- 12% D. catch a frog.

MC#: 14

Key: A

Type of Text: Informational

Cluster: Reading

Content Standard D: Informational Texts - Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.

Performance Indicator: D3 - Students will be able to read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information.)

15. According to the article, why did Queen Elizabeth stuff her cheeks with cloth?

- | | |
|------|--|
| 16% | A. to feel less pain in her teeth |
| 2% | B. to make her teeth look brighter |
| 9% | C. to stop her teeth from falling out |
| *71% | D. to make it seem like she had more teeth |

MC#: 15

Key: D

Type of Text: Informational

Cluster: Reading

Content Standard D: Informational Texts - Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.

Performance Indicator: D3 - Students will be able to read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information.)

16. According to the last paragraph, why does “preventive dentistry” seem to work?

- | | |
|------|--|
| 12% | A. Parents know how to fix teeth. |
| 5% | B. Scientists no longer like to study teeth. |
| *60% | C. Many kids have never had a cavity. |
| 19% | D. There are now more dentists in North America. |

MC#: 16

Key: C

Type of Text: Informational

Cluster: Reading

Content Standard D: Informational Texts - Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.

Performance Indicator: D6 - Students will be able to understand common technical terms used in instructional and informational texts.

17. In the last paragraph, why does the author state that “future scientists will have much less interesting teeth to look at”?

- *77% A. People today have fewer problems with their teeth.
- 8% B. Most people will lose interest in looking at teeth.
- 4% C. More parents will learn how to study old teeth.
- 7% D. People today have teeth that will not last very long.

MC#: 17

Key: A

Type of Text: Informational

Cluster: Reading

Content Standard D: Informational Texts - Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.

Performance Indicator: D1 - Students will be able to use information contained in chapter and section headings, topic sentences, and summary sentences to construct the main ideas.

18. This article was written MAINLY to

- | | |
|------|---|
| 28% | A. convince people to clean their teeth. |
| 6% | B. teach the reader how to cure a toothache. |
| *60% | C. describe how caring for teeth has changed. |
| 3% | D. give information about Queen Elizabeth. |

MC#: 18

Key: C

Type of Text: Informational

Cluster: Reading

Content Standard D: Informational Texts - Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.

Performance Indicator: D5 - Students will be able to recognize when a text is primarily intended to instruct or to persuade.

19. Explain how dental care has changed from ancient times to now. Use details from the article to support your answer.

CR#: 19

Type of Text: Informational

Cluster: Reading

Content Standard D: Informational Texts - Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.

Performance Indicator: D3 - Students will be able to read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information.)

CONSTRUCTED-RESPONSE SCORING GUIDE

Percentage of Statewide Student Scores	Score	Description
2%	4	Response provides a thorough explanation as to how dental care has changed from ancient times to now. Response is developed and includes relevant details from the article as support.
9%	3	Response provides an explanation as to how dental care has changed from ancient times to now. Response lacks some development or supporting details from the article.
42%	2	Response provides a partial explanation as to how dental care has changed from ancient times to now, or, simply describes dental care in ancient times or dental care now. Explanation includes limited or partially correct supporting details from the article.
35%	1	Response gives a minimal or vague statement about dental care in ancient times and/or now.
6%	0	Response is totally incorrect or irrelevant.
5%	Blank	No response.
1.56	Statewide average student score.	

Training Notes for Constructed-Response Item 19

Training notes are not an exhaustive list. Readers scoring the student response can accept other examples the student offers that are supported by the passage.

How dental care has changed from ancient times to now:

Then:

- Ancient people blamed evil spirits, bad deeds, bad language, and worms as the cause of toothaches.
- Cures for a toothache included eating a mouse twice a month, chanting, and wearing charms.
- To cure a toothache, a Saxon book suggested saying, “Argidam, margidam, sturgidam” and spitting into a frog’s mouth.
- Dried lizard’s liver was thought to be the best filling for a cavity.
- People would often pull teeth to cure toothaches. Queen Elizabeth I stuffed her cheeks with cloth after losing many teeth. Some people stuffed cork in their mouths to disguise their empty cheeks.
- During the 1800s, dental drills, X rays, and knowledge about germs changed the way people cared for their teeth. Parents, however, could still buy kits containing the tools and directions to clean others’ teeth.

Now:

- Today, parents do not fill teeth—dentists do.
- People today know about plaque and how to prevent cavities. “Preventive dentistry” seems to be working, as about half of the kids in North America have never had a cavity.

19. Now parnets do not fill their child's teeth. Back then though if they had a cavity they filled it with dried lizard's liver. Now we have preventive dentistry so we don't have that many toothaches as our ancestors did. Back then in many centuries the only sure way to get rid of a toothache was to pull it. Other ways they tried to cure a toothache was to eat a mouse twice a month, chanting and wearing charms. Another way was to say "Argidon, margidom, sturgidom" and spit into a frog's mouth and the frog would take it.

Summary annotation statement:

The student's response thoroughly explains how dental care has changed from the ancient times to now. He or she uses relevant details from both ancient and modern times to construct his or her answer. The student writes, "Now parnets do not fill their child's teeth, Back then though if they had a cavity they filled it with dried lizard's liver." He or she also writes, "Other ways they tried to cure a toothache was to eat a mouse twice a month, chanting and wearing charms."

19.

Now it has changed because we have dentist but they didn't, we do have toothaches but we go to the dentist, but ancient people tried to cure toothaches by spiting in a frogs mouth, when we feel pain in our mouth we know its a tooth that is getting ready to fall out, but ancient think their toothaches are caused by bad language.

Summary annotation statement:

The student's response compares dental care in both ancient and modern times, but the response lacks some development and specific details. He or she writes, "...we have dentist but they didn't," and "...ancient people tried to cure toothaches by spiting in a frogs mouth." He or she generally explains how dental care has changed, and lacks some supporting details.

19.

Now we have both Past and
 then they did not.
 They put cloth in there
 teeth and we do it.
 If they had a
 toothace they would pull there
 tooth out. But now we
 put stuff on it. There
 food was not clean. They
 had no tooth Brush and
 we do.

Summary annotation statement:

The student's response provides a partial explanation concerning the change in dental care from ancient to modern times. The response provides limited references to both time periods. He or she writes, "Now we have toothpaste and then they did not," and "If they had a toothace they would pull there tooth out but now we put stuff on it." The student gives examples from the passage but does not expand upon them.

19.

Dental support has changed now because parents can afford to pay for stuff and get teeth cleaned.

Summary annotation statement:

The student's response provides a vague statement with minimal explanation. His or her response has little to do with the argument in the passage.

Sample 0-Point Response with Annotations for Constructed-Response Item 19

19.

We would probly have really bad teeth.

Summary annotation statement:

The student's response is irrelevant to the question.